

QuickReads« Level B Complete Program

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Edition - 1st

Grade Level P3 - 2nd Grade

Readability Level 2nd grade

Course / Content Reading

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The features of each book or program were developed by the publisher and do not reflect the opinion of the Kentucky State Review Team Kentucky State Textbook Commission or the Kentucky Department of Education.

Content The QuickReads program, for Grades 2, 3, 4, 5, and 6 consists of short texts designed to be read quickly and meaningfully. QuickReads ensures that children simultaneously develop three benchmarks of proficient reading identified by the National Reading Panel (2000): fluency, comprehension, and background knowledge. In addition, the choice of nonfiction reading material helps children become knowledgeable about critical topics in science and social studies. The program can be used as a supplemental program during whole-group instruction, or as an intervention program in a small group or one-on-one setting.

Each level of QuickReads consists of three books, each with nine science and nine social studies topics. Each topic consists of five connected passages. This structure enables students to explore a topic in-depth and build a body of knowledge they can use when they read their content-area texts. Review material for each topic ensures that students are reading with comprehension. The texts on each level emphasize fluency with content-rich vocabulary, consistent comprehension strategies, and critical knowledge. These texts support automaticity with the high-frequency words and phonic/syllabic patterns that readers need to succeed at a particular grade level.

In QuickReads, 98 percent of the words are a combination of high-frequency words and words with a grade-appropriate set of phonic/syllabic patterns. Text deliberately constructed using this 98 percent match contrasts with current textbook and intervention programs, in which 10 percent to 15 percent of the words typically fall outside the grade-level curriculum. The remaining two percent of the words in QuickReads are taken from the vocabulary of social studies and science-words such as evaporation, communication, and symbols. Such words are often repeated in QuickReads, enabling students to fluently read a word that was difficult when it was first encountered.

The QuickReads Program at a Glance

Level A (2nd Grade Curriculum)

- " High-Frequency Words*: 300 most-frequently-used words
- " Phonics Patterns: Single-syllable words with regular short and long vowel patterns and consistent spelling patterns.
- " Projected Words Read Per Minute:
 - Book 1: 80 words
 - Book 2: 90 words
 - Book 3: 100 words

Level B (2nd Grade Curriculum)

- " High-Frequency Words*: 500 most-frequently-used words
- " Phonics Patterns: Single-syllable words with regular short and long vowel patterns, r-controlled vowels, and consistent spelling patterns.
- " Projected Words Read Per Minute:
 - Book 1: 90 words
 - Book 2: 100 words
 - Book 3: 110 words

Level C (3rd Grade Curriculum)

- " High-Frequency Words: 1,000 most-frequently-used words
- " Phonics Patterns: Vowel patterns in single-syllable words
- " Projected Words Read Per Minute:
 - Book 1: 100 words
 - Book 2: 110 words
 - Book 3: 120 words

Level D (4th Grade Curriculum)

- " High-Frequency Words: 1,000 most-frequently-used words
- " Phonics Patterns: Two-syllable words
- " Projected Words Read Per Minute:
 - Book 1: 110 words
 - Book 2: 120 words
 - Book 3: 130 words

Level E (5th Grade Curriculum)

- " High-Frequency Words: 2,500 most-frequently-used words
- " Phonics Patterns: Three-syllable words
- " Projected Words Read Per Minute:
 - Book 1: 120 words
 - Book 2: 130 words
 - Book 3: 140 words

Level F (6th Grade Curriculum)

- " High-Frequency Words: 5,000 most-frequently-used words
- " Phonics Patterns: Three-syllable words
- " Projected Words Read Per Minute:
 - Book 1: 130 words
 - Book 2: 140 words
 - Book 3: 150 words

*Carroll et al.'s ranking of words according to their frequency in school texts from grades 3-9 used. From Carroll, J.B., Davies, P., and Richman, B. Word Frequency Book. Boston, MA: Houghton Mifflin, 1971.

The Teacher's Resource Manual provides a proven Instructional Routine that can be used with each passage. This Routine contains three steps by which teachers can prepare students for reading, follow a model of fluent reading and check their understanding, as well as assess and record their reading speed. The Routine also offers goals and a number of additional teaching options targeted to the specific lesson.

Student Experiences	Before students read, they predict content based on the passage title and scan the text for new vocabulary. They read the passage for the first time, clarify confusing points, and review the author's ideas. Then they note points to remember on a graphic organizer. On the second read, they listen to a fluent reading of the passage to help them model reading
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behavior. After the third read, students assess their reading speed, identify the passage's main idea, and summarize the text. Once they've read all five passages on a topic, students build background knowledge in science and social studies by answering questions that elicit connections. Called "Connect Your Ideas," these questions conclude the review section for each topic.

Assessment Quick Reads provides tools and methods for assessing students' skills before using QuickReads, interpreting the results, and using the Instructional Routine accordingly. The assessment in QuickReads also helps teachers access student's growth over time. Assessment information for each level can be found in the Teacher's Manual, as well as a comprehensive Placement Guide for all levels that is included in the Intervention and Classroom Kits.

In addition, QuickReads offers two tools by which students can track their own progress. The Reading Log and the Self-Check Graph enable students to feel the thrill of success as they chart their achievement.

Below is an overview of the assessment tools in QuickReads:

Administer Benchmark 1 to place students appropriately
The Teacher's Resource Manual gives explicit directions for administering the student skills assessments:

1. Make two copies of Benchmark 1.
2. Allow the student to quickly scan the text before he or she reads it aloud.
3. Ask the student to read for one minute and to begin reading with the title. Then, keep time as the student reads. Follow along on your copy of Benchmark 1. Indicate substitutions, insertions, omissions, and self-corrections with a checkmark.
4. Stop the student at the end of one minute, circling the last word the student reads.
5. Assess the student's comprehension with the review questions.

Administer Benchmark 2 to measure student growth
Follow the same procedure as you did with Benchmark 1 as a Posttest or to assess students' progress over a longer period of time.

Reading Log

After completing the reading of each topic, students record their accomplishments in the grid. They check off the title just read, and write the new words learned, new facts learned, and what else they would like to learn about this topic.

Self-Check Graph

In this grid students write their reading rate for each selection completed. Seeing their rate climb steadily can offer great motivation to students.

Interpreting the Benchmarks for All of the QuickReads Levels

Level A

If a student reads Benchmark 1 at:

- " a rate of 40 WCPM* and with at least 90% accuracy, consider using the complete instructional routine with Level A.
- " a rate of fewer than 40 WCPM* or with at least 90% accuracy, use your knowledge of the student to determine the Instructional Routine, or use Ready Readers.
- " a rate of fewer than 40 WCPM* and with less than 90% accuracy, use Ready Readers.

Level B

If a student reads Benchmark 1 at:

- " a rate of at least 50-80 WCPM* and with at least 90% accuracy, consider using the complete Instructional Routine with Level B.
- " a rate of fewer than 50-80 WCPM* or with at least 90% accuracy, use your knowledge of the student to determine the Instructional Routine, or use Level A

" a rate of fewer than 50 WCPM* and with less than 90% accuracy, use Level A

Level C

If a student reads Benchmark 1 at:

" a rate of at least 60-90 WCPM* and with at least 90% accuracy, consider the complete Instructional Routine with Level C.

" a rate of fewer than 60-90 WCPM* or with at least 90% accuracy, use your knowledge of the student to determine the Instructional Routine, or use Level B.

" a rate of fewer than 60 WCPM* and with less than 90% accuracy, use Level B.

Level D

If a student reads Benchmark 1 at:

" a rate of at least 70-100 WCPM* and with at least 90% accuracy, consider using the complete Instructional Routine with level D.

" a rate of fewer than 70-100 WCPM* or with at least 90% accuracy, use your knowledge of the student to determine the Instructional Routine, or use Level C.

" a rate of fewer than 70 WCPM* and with less than 90% accuracy, use Level C.

Level E

If a student reads Benchmark 1 at:

" a rate of at least 80-110 WCPM* and with at least 90% accuracy, consider using the complete Instructional Routine with Level E.

" a rate of fewer than 80-110 WCPM* and with at least 90% accuracy, use your knowledge of the student to determine the Instructional Routines, or use Level D.

" a rate of fewer than 80 WCPM* and with less than 90% accuracy, use Level D.

Level F

If a student reads Benchmark 1 at:

" a rate of at least 90-120 WCPM* and with at least 90% accuracy, consider using the complete Instructional Routine with Level F.

" a rate of fewer than 90-120 WCPM* or with at least 90% accuracy, use your knowledge of the student to determine the Instructional Routine, or use Level E.

" a rate of fewer than 90 WCPM* and with less than 90% accuracy, use Level E.

*WCPM = Words Correct Per Minute

Organization

The QuickReads program consists of 6 levels, A-F. Each level consists of three books, each with nine science and nine social studies topics. Each topic consists of five connected passages. This structure enables students to explore a topic in-depth and build a body of knowledge they can use when they read their content-area texts. Review materials follow each topic and ensure that students are reading with comprehension.

The topics of the reading passages in QuickReads have been selected to match national and state standards for science and social studies at each grade. Below is an overview of the QuickReads topics.

Topics in Level A

Book 1 (80 words)

Science

" Pets

" Your Five Senses

" From Seeds to Plants

Social Studies

" The United States of America
" American Places
" Americans Who Dream
Book 2 (90 words)

Science
" How Things Are Measured
" Seasons
" Stars

Social Studies
" Houses Around the World
" Places People Work
" Lakes and Ponds
Book 3 (100 words)

Science
" Science on the Playground
" Solids, Liquids, and Gases
" Floating and Sinking

Social Studies
" Toys of Long Ago
" American Stories
" The Stone Age

Topics in Level B
Book 1 (90 words)

Science
" Do Animals Talk?
" Insects
" Trees

Social Studies
" National Symbols
" Being a Citizen
" Brave Americans

Book 2 (100 words)

Science
" Weather
" Water and Us
" Rocks

Social Studies
" Maps
" Money
" Jobs Around Us

Book 3 (110 words)

Science
" Magnets
" Forces Around Us

" Thinking Like a Scientist

Social Studies

" Children's Games

" Transportation Then and Now

" Life in Colonial America

Topics in Level C

Book 1 (100 words)

Science

" Dinosaurs

" Animal Giants

" Plants

Social Studies

" American Heroes

" Celebrations

" Our National Government

Book 2 (110 words)

Science

" Hurricanes

" Earthquakes

" The Solar System

Social Studies

" Oceans

" Rain Forests

" Economics

Book 3 (120 words)

Science

" Inventions

" Simple Machines

" Sound

Social Studies

" Ancient Egypt

" The Ways We Communicate

" Native Americans

Topics in Level D

Book 1 (110 words)

Science

" Animal Communities

" Birds and Their Habitats

" The Human Body

Social Studies

" Immigration to America

" The Constitution of the United States

" American Pathfinders"

Book 2 (120 words)

Science

- " Volcanoes
- " Taking Care of Our Earth
- " Day and Night

Social Studies

- " Geography and How We Live
- " Natural Resources and the Economy
- " Our North American Neighbors

Book 3 (130 words)

Science

- " Electricity
- " Wind and Solar Energy
- " Cameras and Photography

Social Studies

- " The History of Sports
- " Ancient Rome
- " European Explorers of North America
- "

Topics in Level E

Book 1

(120 words)

Science

- " Marine Animals Without Backbones
- " Plants and People
- " Food and Nutrition

Social Studies

- " Civil Rights Leaders
- " The 50 American States
- " The United States and the World Community

Book 2 (130 words)

Science

- " Earth's Moon
- " Air and the Atmosphere
- " Minerals

Social Studies

- " The World's Population
- " Rivers of the United States
- " Managing Money

Book 3

(140 words)

Science

- " How Light Works
- " Heat and Energy
- " The Laws of Motion

Social Studies
" The Middle Ages
" The American Civil War
" Ancient Civilizations of the Americas

Level F Topics
Book 1 (130 WPM)

Science
" Cells
" Nervous System
" Symbiosis

Social Studies
" American Pioneers
" Speeches That Inspire
" Celebrating Independence
Book 2 (140 WPM)

Science
" Wetlands
" Beneath the Ocean's Surface
" The Changing Earth

Social Studies
" Managing Garbage
" Purchasing Power
" Environmental Disasters
Book 3 (150 WPM)

Science
" The Scientific Method
" Constructing a Building
" Computers

Social Studies
" The Depression Era
" Ancient Greece
" World War II

Within a level, the passages are grouped into three books of increasing difficulty. By steadily increasing the length of passages, QuickReads helps students increase reading speed through repeated exposure to high-frequency words. Thus, QuickReads helps students develop automaticity with these critical words.

Resource Materials	Teacher's Resource Manual The Teacher's Resource Manual provides a proven Instructional Routine that can be used with each passage. This Routine contains three steps by which teachers can prepare students for reading, follow a model of fluent reading and
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Gratis Items to be provided and under what conditions	1 Precision Planner CD-ROM with the purchase of the Complete Program
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Available Ancillary Materials

Research Data and Evidence of Effectiveness

Disclaimer: the research data and evidence of effectiveness was provided by the

publisher and does not reflect the opinion of the State Review Team, the State Textbook Commission, or the Kentucky Department of Education.

Research Available

YES - provide information below

A Summary of the Research on QuickReads is provided below. Additional program research can be found at:

<http://www.textproject.org/library>. See articles entitled: The Critical Word Factor in Texts for Beginning Readers: Effects on Reading Speed, Accuracy, and Comprehension, Text Matters in Developing Fluent Reading, The Role of Text in Developing Fluency: A Comparison of Two Interventions, and The Effects of Text Difficulty on Second Graders' Fluency Development.

Evidence

Description of the Study

The study was conducted in northern California and involved low-achieving 4th graders and high-performing 2nd graders and 3rd graders. The sample included 446 participants from 29 classrooms. To assess differential effects on native English language speakers and English language learners, both groups were represented, with Spanish as the primary language of the ELL students. Many of the ELL students in this California county were children of first or second-generation immigrants who worked as farm workers in the area.

Instructional coordinators identified teachers and assigned them to the intervention and comparison groups. During the nine-week period of the intervention, teachers in the comparison group continued to support fluency development with materials that were already in place.

QuickReads texts were written following principles identified in current scientific literature, such as type of text, number of words per reading, types of words included, and number of word repetitions within a selection.

The intervention texts were embedded within a brief Instructional Routine that was provided to teachers. That Routine included:

- " a "First Read" that focused on pre-reading activities
- " a "Second Read" and review of the most important idea from the passage
- " a "Third Read," after which students recorded how many words they read in a minute

The intervention was introduced to participating teachers in a workshop where the rationale for the intervention, materials, and procedures was presented, modeled, and discussed. Intervention teachers were requested to use the texts with all students in their classes. Daily sessions of 10-15 minutes each were designed to cover one topic (five texts) per week.

Two of the 12 QuickReads topics (one social studies and one science) were randomly chosen for exclusive use in the pre- and post-assessments. One text from each topic was used for assessment. All participants read this text before and after the intervention. On each occasion, the length of time that a student took to read a text from beginning to end and his or her miscues were recorded. From these data, six variables were derived. These included pre- and post-fluency measured in words per minute, pre- and post-error rate measured in errors per minute, and pre- and post-comprehension scores.

Comprehension scores were derived from students' responses to a question and follow-up prompt. A 5-point rating scale was developed to score the responses. Two researchers rated a randomly selected sample of pre- and post- student responses until they achieved

an inter-rater agreement of 90%, and then the remainder of the protocols was scored.

Total raw scores for the reading vocabulary and comprehension subtests of the California-mandated 9th edition of the Stanford Assessment Test (SAT-9) were obtained from schools. The SAT-9 was administered within two weeks of the completion of the nine-week intervention.

Results

In the analysis of reading fluency, a strong effect was found favoring the intervention group over the comparison group, regardless of language background. The average gains in the intervention and comparison groups were 25.4 and 15.8 words per minute, respectively, an increase in the treatment group of 61% over the comparison group.

Overall Strength and/or Weaknesses

Disclaimer: Comments on the strengths and/or weaknesses of each book, material or program were written by members of the State Textbook/Instructional Materials Review Team and reflect their opinions. They do not reflect the opinions of the State Textbook Commission nor the Kentucky Department of Education. In addition, the State Textbook/Instructional Materials Review Team completed each evaluation form during summer of 2005. In order to maintain the integrity of the review team's comments, editing was limited to spelling and punctuation.

Recommendations: This program is a Research-Based Fluency Program. The Instructional Routine for the teacher to follow is precise. This is a supplemental program, it is recommended that it be used during the first fifteen minutes of your reading/language arts block. The stories are all nonfiction, and science and social studies are incorporated. The layout is excellent. This would work VERY WELL IN SPECIAL ED CLASSROOMS AS WELL! QuickReads Levels B & C have the same format, they are just more difficult. They were each reviewed, but the reviews will be the same.

Summary Form

I.	Technology Component Summary	0.00
	To read the research on QuickReads you may visit www.pearsonlearning.com/mcp/quickreads.cfm	
II.	Reading Content Summary	2
	This program is a Research-Based Fluency Program. A reading strategy used prior to any passage is for students to think about what they already know about the topic. They are to scan the passage for a couple of words that they feel might be challenging.	
III.	Writing Content Summary	2.00
IV.	Grammar and Spelling Content Summary	2.00
V.	Listening /Speaking / Observing Content Summary	
	Students must practice each of these areas.	
VI.	Inquiry Content Summary	2.00
VII.	Technology Content Summary	
	CD's are provided. Each passage is on the CD.	
VIII.	Audience: Teacher Materials Content Summary	2.00
	The necessary teaching materials with specific teaching instruction is provided with this supplemental fluency program	
IX.	Audience: Student Materials Content Summary	2.00
	Student workbooks contain the all of the materials students need to participate in this program.	
X.	Format Content Summary	2.00
	The format has been developed. It is precise and is researched based.	

READING CONTENT

Students scan a passage for two words that are new to them and that might be challenging. They are to underline the two words. There is a page called review with five blocks one for each passage in the section.

Students identify vocabulary that is not familiar to them at the beginning of the story. Students are instructed to notice the headings of the passages, and the pictures that appear before each passage, and make predictions. (RD-EP-2.3)

After the students have read five passages they take an assessment. They have to choose the main idea of a passage. (RD-EP-3.5)

The students scan the passage before reading to determine if there are words that they do not recognize. They may read the sentence where the word is found to determine the meaning.

An extended activity is for the students to create a word wall with the new vocabulary that they have learned.

The assessments with the Quick Reads Program is thorough in assessing the students comprehension.

This program is a RESEARCH-BASED FLUENCY PROGRAM! The entire program was developed to increase a student's fluency level which enables them to comprehend.

Yes, a CD of each story is included, assessments, and a suggested Instructional Routine with Additional Classroom Techniques.

Reading Logs, Self Check graph, the number of words students are reading per minute....

Science and social studies (content areas) are covered. The material is nonfiction.

WRITING CONTENT

The assessments require students to write by connecting their ideas.

GRAMMAR AND SPELLING

An additional classroom technique that is suggested is for the students to have sharing sessions. This is after they have read all five passages on one topic. One student or a small group may present each passage to the class.

Additional Classroom Techniques are recommended.

LISTENING / SPEAKING / OBSERVING**INQUIRY**

The students are encouraged to use their textbooks, or the internet to find related readings on the topics presented in the QuickReads.

TECHNOLOGY CONTENT

Students are encouraged to find related readings on the topics presented in QuickReads. They may use their textbooks or the internet.

AUDIENCE: TEACHER MATERIALS

This program is A Research-Based Fluency Program. There is a specific Instructional Routine that should be followed in order for the program to be effective. Certain strategies are stressed.

Teachers may check a student's fluency rate, and students may check their fluency rate. There are five passages in each section. An assessment is found after the fifth passage, it covers all five passages. A self check graph is included

An additional classroom technique under Connected-Reading Suggestions is for one student or a small group to present each passage to the class. This is only after all five passages in the section have been read. The students should retell the passage's main idea

Students are to read the passages silently or aloud. A CD is included and students may listen to the CD or the teacher read the passage fluently. Students and the teacher read aloud together.

Science and social studies are main components of this series.

This program is for many students with different abilities.

The comprehension questions in the Review Section are excellent.

The writing part is tied to what the students have read. The only writing in this program is where students would need to restate a question to give an answer.

Individuals/teachers may read the research on Quickreads at www.pearsonlearning.com/mcp/quickreads.cfm

All instructions are included, the program is explained, and additional classroom techniques are provided.

AUDIENCE: STUDENT MATERIALS

Before reading the passages students are told to think about what they ALREADY know about the topic. The students workbook contains review questions that assess comprehension.

This researched based fluency program consists of ONLY nonfiction selections for a specific reason. They include science and social studies content topics.

There are different levels depending on a student's fluency rate.

The program targets fluency which increases a student's ability to comprehend.

The writing is tied to the passages that the students read. The review section in the student's workbook contains comprehension questions. the students should restate the questions when answering them. This is the extent of writing in this program.

The student workbook includes a self-check graph, and a reading log. On the reading log students write I read this and write the date. (the name of the selections are provided) New words I learned, new facts I learned, what else I want to learn about

FORMAT

The program follows a certain order. there are five selections on each topic. For example, NATIONAL SYMBOLS includes five selections, they are: Symbols of the United States, Stars and Stripes, Red, White, and Blue, Bald Eagle, and the Pledge of Allegiance

Students are to scan the selection and write down a couple of words that they do not know.

One passage shows a girl in a wheelchair. The Quick Reads teacher's manual for level A has an Asian child on the front.

The words are in a nice format, and are spaced. The words are not crowded on the page.

as with all materials students need to be reminded to take care of their materials. They are workbooks.

ANCILLARY MATERIALS

Student workbooks contain everything that the student and teacher will need.

The QuickReads are leveled.

This program uses a sytematic approach for instruction. objectives are providedas well as background information, and a precise Instructional Routine is presented.

The teacher is able to read the research on QuickReads. www.pearsonlearning.com/mcp/quickreads.cfm